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ABSTRACT

This guide, part of the Project BORN FREE series for teachers, counselors, administrators, and parents, accompanies the videotape about the effects of stereotyping on men's lives. The videotape format presents individuals from different occupations, age levels, and backgrounds talking about their lives, lifestyle, expectations, and the effects of socialization on them and their careers. Career development, sex-role socialization, the change process, and reasons for change are discussed. A videotape list, tape formats, tape sequence, field test, guidelines, and related training materials are described. Questions for discussion and an evaluation form are also included. (Author/KMF)

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Project BORN FREE

VIDEO VIEWERS' GUIDE NO. 2

"Men: Choices and Changes"

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by Dolores Dege, Tim Hatfield, Beverly Mills-Novoa, and L. Sunny Hansen

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PREFACE

The BORN FREE videotapes and video viewers' guides are the work of many individuals. They probably involve more people from more educational institutions than any other aspect of the Project. They are truly the result of a collaborative effort of persons committed to reducing sex bias in career options.

A special word of thanks is due the many pilot institutions which participated in the Project, as well as to University Media Resources, which not only did technical production, but also made a substantial financial contribution through sharing some of the costs. Arnold Walker, in particular, gave considerable time and effort, as did his staff, notably Scott Constans. Dr. Richard Davis of the Instructional Systems Lab was especially helpful in providing space and technical assistance in the early stages. One person who went far beyond the call of duty in developing the tapes was Phyllis Kragseth, Media Specialist, who brought a keen sensitivity, dramatic flair, and deep commitment to the Project over the two years. Shelly Heck proved to be a creative second-year script assistant, photographer, and production assistant.

Thanks are expressed to the several staff members who coauthored individual guides and also offered suggestions on the first one. Phyllis Kragseth and Gerri Perreault, in particular, critiqued the manuscripts and helped refine the discussion questions. Dolores Dege, Beverly Mills-Novoa, and L. Sunny Hansen were authors of the general introductory material which appears prior to discussion of the specific tape.

For her care and patience in typing the manuscript, we are especially indebted to Betty Jo Johnson, secretary in Counseling and Student Personnel Psychology.

Finally, we wish to express our thanks to the College of Education, particularly the Dean's Office, the Psychoeducational Studies Department, and the Counsling and Student Personnel Psychology Program, for their support of all aspects of Project BORN FREE; and to the Women's Educational Equity Act Program staff, without whose support this beginning effort to reduce career-related sex-role stereotyping would not have been possible.

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INTRODUCTION

The Project BORN FREE color videotapes are a series of nine half-hour programs in which a diverse group of people of different occupations, ages, and backgrounds talk about their lives. They discuss their life styles, the expectations placed upon them at different life stages, and the effects of conscious and nonconscious socialization upon their self-concepts, self-expectations, educational-vocational opportunities, and career decisions.

The videotapes were developed by Project BORN FREE, a two-year training and development grant from the Women's Educational Equity Act Program (WEEAP), U.S. Office of Education. The Project is designed to broaden the range of career options for both women and men. Three main topics serve as the focus for the development and training efforts of the Project: career development, sex-role socialization, and change process in educational institutions. It provides for the creation of career development training materials for educators and parents that will help to insure increased career opportunities for girls and boys, men and women, at all educational levels from kindergarten through higher education.

The shortened title of the Project, BORN FREE, is an acronym that exactly expresses the meaning of the Project: to Build Options, Reassess Norms, and Free Roles through Educational Equity. The Project logo represents both the focus on expanded career options for women and men and the desire to achieve a multiplier effect through training people who will train other people, so that the number of individuals and institutions involved in BORN FREE goals and activities will increase.

Project BORN FREE's major activities have been: 1) the development and evaluation of the BORN FREE Training Packets to Reduce Sex-Role Stereotyping in Career Development and the BORN FREE videotapes; 2) consulting with fourteen nearby educational institutions, training personnel to become change agents, field-testing BORN FREE materials, and implementing BORN FREE goals within participating systems (see inside back cover); and 3) conducting a week-long National Institute to train people from 47 states, the District of Columbia, and Puerto Rico to act as resource people and implement BORN FREE goals in their home areas.

The BORN FREE videotapes were developed concurrently with the set of three training packets containing career development activities for elementary, secondary, and higher education/postsecondary educational levels. The packets are designed for staff development of teachers, professors, counselors, student personnel workers, and

administrators; for parent development workshops and meetings; and for adaptation to classroom use. (It should be emphasized that the tapes especially are intended for adult populations, 18 and over, and are not for direct student use, except at the college or postsecondary level.) Training activities; a review of literature on career-related sex-role stereotyping at the corresponding educational level; a number of reprinted articles; a "Fact Pack" of sex-role, labor force, and career development information; and an extensive bibliography are included in each packet.

The print and video materials are intended to be integrated in various BORN FREE training designs. For example, a videotape might be paired with an activity from one of the packets. The particular combination of tape and activity would depend upon the leader's intent, the target audience, and the amount of time available. Most of the packet activities can be completed in an hour, but some are designed for ongoing workshops of several days' duration. (See the "Related Training Materials" list on pp. 12-13.)

It is important in viewing any of the tapes to remember that each one is only part of the series. If one attitude, life style, racial minority, etc., does not appear in one particular videotape, it may be in another one. The entire series presents a wide variety of opinions. While a more complete picture can be gained from viewing other videotapes in the series, it was not possible to present <u>all</u> groups or life styles. The intent from the beginning was to present a diversity of racial, ethnic, and socioeconomic viewpoints,

but limits of budget, availability of persons, and limited studio time made this representation less comprehensive than originally planned. Also, the Project is focused primarily on educational institutions. Many of the interviewees were deliberately selected from the initial 14 pilot schools and colleges, rather than from the public at large, resulting in a heavy emphasis on education-related careers.

One viewer response which may be anticipated, especially from some minority audiences, is questioning whether concerns about sex-role stereotyping may displace concerns about racial stereotyping and minority discrimination. It is the position of BORN FREE that these are not competing problems but mutual and complementary ones. It is our hope that solutions to sex-role stereotyping may also help reduce other kinds of stereotyping, such as those of race, age, income level, or physical and/or mental handicap.

Dr. L. Sunny Hansen, Professor, Counseling and Student Personnel Psychology, College of Education, University of Minnesota, and Phyllis Kragseth, BORN FREE Media Specialist, had major responsibility for developing and editing the tape series. Dolores Dege, Project Assistant, had major responsibility for coordinating the video guides. University Media Resources was the producer, and considerable technical assistance was provided to the developers by the College of Education's Instructional Systems Laboratory. Over 130 people from a variety of backgrounds were interviewed for

the tapes. Dr. Hansen provides bridges, narration, and instructional content on all of the videotapes.

Further information about other WEEAP projects addressing the issues of sex-role stereotyping and career development may be obtained from: Women's Educational Equity Act Program, Education Development Center, 55 Chapel Street, Newton, MA 02160.

CAREER DEVELOPMENT

Project BORN FREE is based upon the concept of a lifelong process of career development. An assumption is made that both women and men are seriously limited in their educational, occupational, and life-style options by the sex bias and sex-role stereotyping which pervade society. It is suggested that schools and colleges at all educational levels influence career development and that the conscious and nonconscious attitudes, behaviors, and practices of educators and parents can either restrict or expand career development.

The BORN FREE materials attempt to increase educators' and parents' awareness of the influences on their own choices and options -- their career socialization -- as a means to promoting more sex-fair teaching, counseling, administering, and child rearing. Emphasis is on personalizing the problem.

The conceptual model for BORN FREE is the Minnesota Career Development Curriculum (CDC) developed and described by Hansen and Tennyson (1975) and Tennyson, Hansen, Klaurens and Antholz (1975). The CDC identified major developmental tasks or career competencies to be learned by students as they progress through school, including:

- developing and clarifying a positive self-concept
- acquiring a sense of control over one's life
- acquiring knowledge of educational, occupational, and life-style options
- acquiring knowledge of the career decision-making process
- applying management skills to life roles

The expanded concept of career and career development is integral to Project BORN FREE. Career is viewed as "a time-extended working out of a purposeful life pattern through work, paid or unpaid, undertaken and engaged in by the individual" (AVA-NVGA Commission on Career Guidance and Vocational Education, 1973). Career is not synonymous with occupation, but rather includes other roles and positions over the individual's life span. The roles of spouse, parent, homemaker, or unpaid volunteer are as important in the individual's career as the roles of secretary, mechanic, student, or telephone operator. Choosing to marry or remain single, to have or not have children, are part of one's career decisions. The emphasis, to BORN FREE people, is on choices, made freely and based upon individual talents and desires, rather than restricted by the impositions of other people or by societal expectations, prescriptions, and barriers.

The expanded concept of career assumes that educators (as well as parents) can be change agents and create more humane learning environments which enhance rather than limit students' development. Equally important is the idea of role integration -- examining work as part of one's total life style and determining its relation to family, leisure, and community.

SEX-ROLE SOCIALIZATION

BORN FREE has made a strong connection between career development and sex-role socialization. It assumes that the cumulative effects of the ways in which society socializes women and men for different roles, both through home and school, are pervasive; and that both women and men experience limits because of this socialization.

To find out what the educational and psychological literature reveals about the problems of career-related sex-role stereotyping, BORN FREE staff undertook an intensive but selected review of the literature at the three educational levels. The purpose was to document what we really know about sex differences as related to career options, especially looking at the major aspects of the CDC -- self-concepts, sense of self-direction, career information processing, and the like. We suggested a hypothesis of career socialization -- "The differential experiences and processes used to prepare females and males for the roles and choices society has defined as appropriate for their particular sex."

The three reviews of the literature provide considerable documentation for the need to reduce sex bias in career options. Results of some of the studies cited can provide powerful supportive data for the personal views expressed in the tapes. The reviews are cited in the list of "Related Training Materials" on pp. 12-13.

CHANGE PROCESS

Also important in BORN FREE is an emphasis on increasing educator and parent understanding of how change occurs in educational institutions or agencies and what they can do to promote constructive change, especially in the area of reducing the inhibitors and increasing the facilitators of career development.

Two models of change and change process are part of the conceptual base of BORN FREE. The Havelock (1973) six-step pyramid of building a relationship, diagnosing the system, analyzing resources, choosing a solution, gaining acceptance, and maintaining the innovation is part of the Project's design. The second change-process model adapted by BORN FREE is a change-agent model created by the Rand Corporation as a result of its study of 293 innovative Federal programs. The Rand Model (Mann, 1976) consists of a three-stage model of initiation, implementation, and outcome and continuation, through which the change process itself can be studied. It is used to answer the question "How can we bring about enduring change in educational institutions?" The theme of change is integrated throughout the print materials and the tapes, with the final tape devoted completely to the topic "Why Change?"

WHY SHOULD WE CHANGE ?

One of the recurring questions of BORN FREE concerns motivation for change. While Project staff are deeply committed to Project goals, many people, including educators and parents, may be threatened by the kind of change related to sex roles which the Project represents. They may rightfully ask, "Why should I change?" or "What's in it for me?" BORN FREE staff have sought answers to these questions. The best and most honest reasons are humanistic and developmental ones: 1) most parents, including educators who are parents, want options for their children, and most would rather be facilitators than inhibitors of career development; 2) BORN FREE training does offer participants an opportunity for increased awareness and meaningful personal growth (for most people, growth is a positive value); and 3) most educators are committed to the democratic values and goals of the schools and colleges in which they work -- goals such as maximizing human development and equality of opportunity. BORN FREE offers a means of achieving those superordinate goals.

The unequal numbers of women and men in certain occupations and in certain school and college subjects show the influence of socialization and expectations on career decisions. The choices and decisions people make say "men should do this and women should do that." There is a need for parents and educators to reevaluate what is fact and what is myth about sex differences, as well as to assess how what they believe about sex differences affects their attitudes, behaviors, and educational practices. Parents and educators need to appraise how they influence career options, what kinds of options they really want for their children and/or students, and what kinds of messages they give about what is OK and not OK for them to do.

The BORN FREE videotapes and related materials are designed to help in that appraisal and in effecting change. While change is being legally mandated today through Affirmative Action, the Education Amendments of 1976, Title IX, the Career Education Incentive Act, and other legislation, to many educators the more positive approach of career development and the more humane message of BORN FREE are more palatable incentives for change. It is hoped that this series of nine BORN FREE videotapes will facilitate change, by encouraging those who shape others' lives to provide more equal occupational/educational/life-style opportunities for boys and girls, women and men.

VIDEOTAPE LIST

Videotapes, training packets, and most other BORN FREE materials are available through the WEEAP Dissemination Center, Education Development Center, 55 Chapel Street, Newton, MA 02160. Information and limited materials are also available for cost of reproduction and mailing from Project BORN FREE, 139 Burton Hall, University of Minnesota, Minneapolis, MN 55455. The nine topics are:

1) "BORN FREE: A World of Options"
   An overview with four developmental themes: career expectations, socialization, choices, and changes.

2) "Men: Choices and Changes"
   The effects of stereotyping on men's lives.

3) "Women: Choices and Changes"
   The effects of stereotyping on women's lives.

4) "The Joy of Choosing"
   People of different ages and occupations, particularly men and women who have made nontraditional choices and decisions, talk about their career decisions, their hopes, dreams and options.

5) "Parenting - Three Generations"
   The parenting role discussed by young expectant parents,

by 80-year-old priest Dr. Jeannette Piccard, and by a mid-life dual-career woman.

6) "Parents as Influencers"
The emerging role of parents, present and future, emphasizing fathers' and mothers' influences and links between decisions in work and family

7) "Schools as Influencers"
Critical examples of how schools do make a difference in choices, attitudes, and options related to careers; and of what educators can do to increase students' opportunities.

8) "Colleges as Influencers"
How higher education institutions influence career socialization in subtle and not-so-subtle ways, with discussion by panels of college faculty members.

9) "Why Change?"
The reality of change discussed in relation to career options and changing roles in both work and family; and the impact of teachers, counselors, and parents on adapting to that change.

A Video Viewers' Guide is available for each of the videotapes to assist in its presentation, to promote audience understanding of the BORN FREE concepts, and to facilitate discussion in groups. Discussion questions are included in each guide.

TAPE FORMATS

Interviews. The major format used in the BORN FREE series consists of short interview statements about topics related to career development and sex-role stereotyping. Each tape deals with a specific theme based on problem analysis done by staff in participating institutions and a literature review completed by University staff (see Related Training Materials, pp. 12-13). Planning, scripting, and editing were done by the developers over the two-year period. Almost all interviews were completed in the first year. Interviews were conducted both in the studio facilities and at field sites by Project staff, mostly counselors and graduate students in counseling psychology. Due to technical problems, as well as appropriateness of content, not all taped interviews or segments could be used. Interviewees consisted primarily of students, educators, and parents from the 14 pilot schools and colleges. A few colorful persons whose career decisions were especially dramatic were also identified. Attempts were made to include individuals from a variety of racial, ethnic, and socioeconomic groups. Because of time and budget constraints, it was not possible to obtain further interviews even when the limitations within a particular tape were recognized.

To vary the format, actual panel discussions were used for some of the tapes -- a panel of women in nontraditional scientific fields, a group of community college faculty members, and a panel of history professors. In one of the tapes a simulated dialog on change, presenting one male and one female perspective, offers further variety. The tapes also include still photos and slides of several of the interviewees. A unique feature is the original music, "Born Free People," created for the series.

Narrative. Tape segments are tied together with introductions and instructional narratives. These comments attempt to teach certain principles of career development, as well as present facts about the changing roles of women and men. Some of the content is based on the literature reviews, some on the narrator's own perspective on the issues of career-related sex-role stereotyping. There is an obvious editorial message in some of the tapes, based on the human development goals of the Project. Since very few of the questions in the viewers' guides address statements made by the narrator, discussion leaders may wish to identify some questions of their own.

TAPE SEQUENCE

Although the videotapes represent developmental themes and are numbered in the order in which they were developed, it is certainly possible to vary the order in which they are shown. Users may wish to experiment with different sequences, depending on the nature of the audience and the goals and objectives of the particular course, workshop, or training design. It is not expected or recommended that all nine videotapes be shown to one particular group, especially as there are some repeated segments, e.g., in the overview tape, "BORN FREE: A World of Options."

Because "Why Change?" is a summary tape which ties together some of the themes of the previous tapes, it is probably best to show it toward the end of a serial presentation. Some tapes are geared more to specific populations, such as "Colleges as Influencers," and are expected to be used largely with the specific target groups. Feedback on the use of individual videotapes and Video Viewers' Guides, alone or in a series, will be appreciated. A sample evaluation form on page 22 is provided for that purpose.

FIELD TEST

The second-year field-test design for BORN FREE products included plans to show the videotapes in the 14 pilot schools and colleges. Because the videotape production was not completed until June 1978, such field-testing was not possible. For most of the tapes, the major field test was a first showing at the BORN FREE National Institute in the summer of 1978. Approximately 35 educators from 47 states and territories viewed each tape and gave evaluations and comments. Summaries of the initial reactions of this group are included in the section discussing a specific tape. Because of the many tasks to be accomplished in a relatively short time, only Tape No. 1, "BORN FREE: A World of Options," was completed in the first year. It has extensive evaluations. Tapes Nos. 2 and 3 had limited showing outside the Institute, and Tape No. 4 was not completed in time to be shown at all. Unfortunately, due to the limited production staff and overloaded studio facilities, it was not possible to change the tapes once they were completed. Hence, many of the excellent suggestions which came from viewers in the field test could not be implemented. Many of the critical ideas, however, have been incorporated into the viewers' guides.

GUIDELINES

The following suggestions are intended to aid the presenter in explaining the Project and its goals and in leading the discussion which might follow the videotape viewing. In general, it is assumed that a tape will not be shown in isolation, but used as part of a larger presentation or workshop which integrates the BORN FREE print and video materials and allows time for discussion.

Several factors have been suggested by Barna (1976) which, if neglected, may limit the effectiveness of the videotape presentation. They are: language differences, nonverbal influences, the existence of preconceptions and stereotypes, the tendency to evaluate, and anxiety.

Language. Language can be a barrier to understanding if the audience has meanings different from those intended for certain words used in the videotapes. Project BORN FREE has several basic definitions which may need to be presented to the audience in order to insure understanding the BORN FREE concepts. For that purpose, a section of this guide has been designed to be read to the audience before the tape is shown (see page 15). Additional related definitions of general interest are contained in each BORN FREE Training Packet.

Nonverbal Influences. Such things as space, room arrangement, and distance are important nonverbal influences. Because of the personal nature of much of the BORN FREE material, some thought as to the most relaxing method of presentation might help promote discussion. A "small group" atmosphere is possible, even with large numbers of people, if the participants are encouraged to discuss issues in groups of two to three or five to seven people. The arrangement of chairs in circular, rather than straight, rows, plus an invitation to audience members to move closer to the front of the room, rather than sit scattered about a large space, will facilitate interaction.

Preconceptions and Stereotypes. Ideas about the appropriateness of certain careers for men and for women will already exist in the minds of the audience. Personal preferences for jobs and/or life styles will affect the way each member of the audience views the content of the tapes. People will have varying degrees of familiarity with career development theory, with Project BORN FREE goals, and with the acceptability of nontraditional roles. Their diverse awareness levels will result in varying degrees of acceptance of tape content. People with traditional views may feel threatened by the content. Those with nontraditional views may be left with an unfulfilled feeling, having expected specific answers to the topic issues. Some may feel that the tapes do not speak to them because of the limited representation of people with whom they can identify.

For the above reasons, the leader should analyze the audience's readiness and awareness level beforehand in order to increase leader effectiveness, group interaction, and group awareness.

Tendency to Evaluate. The tendency to evaluate, rather than understand, means unconsciously measuring others by our own standards, expecting them to have values and beliefs similiar to our own. Most hidden bias is caused by our cultural roles. We lack understanding of others, and of ourselves in relation to others, when we expect them to be just like us. Be aware of the differences in values and beliefs and do not expect the audience to agree with all that you say. Acknowledge that you expect a continum of opinions, and be prepared to explain why you believe as you do. Being open and honest about your own beliefs and values will be a model for the type of participation desired from the audience in discussion, and will help establish trust and confidence. Sharing facts or anecdotes about your own career goals, expectations, and problems you have overcome is sometimes appropriate, if it is not overdone.

Anxiety. Anxiety about how you as a leader are performing or about how the material will be received limits the positive flow of resources. Confidence that the BORN FREE material is going to promote sex-fair attitudes and behaviors, and that leadership competence will surface if it is allowed to, will result in a successful discussion. More important than what specifically is said is the interaction with the group. Try to be flexible and helpful during

the discussion, allowing the conversation to flow freely among the members. Guide--don't direct. Adjust--don't anticipate. Personalize--don't distance. React to the moment, instead of trying to play out a preconceived script, thereby increasing leadership flexibility and effectiveness.

Group Process. The following behaviors and skills are important ones for a group facilitator to have. While this is not intended as an exhaustive list, a number of important group-process issues are provided to consider in conjunction with the content issues raised by the tapes themselves. Both process and content must be considered by the workshop leader(s) throughout the course of the discussion. The workshop leader should:

1) Model direct communication
   a) express self clearly and concisely
   b) listen attentively
   c) attend nonverbally to group members (maintaining eye contact, nodding, etc.)
   d) give direct constructive feedback
2) Facilitate interaction among group members
   a) help maintain focus of the conversation by making appropriate interventions
   b) clarify and summarize
   c) redirect comments to group members
3) Attend to different levels of group process

a) overall group level issues (entire group)
b) interpersonal issues (two or more persons)
c) individual issues (one person)
   - observe and interpret
   - clarify individual goals

Self-Disclosure. Scanning the guides will reveal that many of the discussion questions ask the viewers to relate what they see to their own personal lives -- past, present, and future. Leaders should assess their own training and skills in dealing with intense personal disclosure. While much positive personal growth can result from sharing, there are also potential dangers if the leader does not know the group and has not had adequate training in counseling, interpersonal communication, and group process. Before beginning such discussion, leaders should emphasize that viewers should share only what they feel comfortable sharing. The amount of sharing or personalizing of the problem may depend on how long a group has been together, the trust level developed, and the context in which a tape is shown. Every person has a right to "pass" on a discussion question.

Additional Suggestions. Leave room for the option of traditional roles. The homemaker who is fulfilled by her/his career has made a legitimate choice. Emphasize that personal choice, rather than doing merely what society expects, is the key to satisfactory career development.

Realize as you work with these materials that:

1) Change is a process, not an event
2) Change is made by individuals first, and then by institutions
3) Change is a highly personal experience
4) Change entails developmental growth in feelings and skills in relation to the intervention
5) The change facilitator must function in a highly adaptive, systematic, and personalized way, if change is to be facilitated most efficiently and effectively for the good of the institution as a whole (Hall, 1977).

Be encouraging, stick to a time schedule, set standards of behavior and model them, try to maintain harmony, allow for humor, and be aware of the feelings of the group and consider them legitimate. A warmup exercise, such as "Facilitators and Inhibitors" from the BORN FREE Training Packets, may help participants gain a better understanding of what the tapes and the Project are trying to accomplish. A short summary at the end of the presentation is always helpful.

RELATED TRAINING MATERIALS[1]

The following materials are relevant to different tapes and can be incorporated in a variety of ways into various training designs.

BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Elementary Level, June, 1978.

BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Secondary Level, June, 1978.

BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Postsecondary/Higher Education Level, June, 1978.

Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Elementary Level. Technical report No. 1, August, 1977.

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[1] See BORN FREE Products and Publications for a more complete and detailed list.

Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Secondary Level. Technical Report No. 2, August, 1977.

Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Postsecondary/Higher Education Level. Technical Report No. 3, August, 1977.

Evaluation of the 1977 BORN FREE Summer Institute: A Workshop Model to Reduce Career-Related Sex-Role Stereotyping. Technical Report No. 5, August, 1977.

Evaluation of the 1978 BORN FREE National Institute: A Workshop Model to Reduce Career-Related Sex-Role Stereotyping. Technical Report No. 10, August, 1978.

Evaluation of Educational Change Process in Project BORN FREE Institutions, 1976-77. Technical Report No. 6, May, 1978.

Evaluation of Educational Change Process in Project BORN FREE Institutions, 1977-78. Technical Report No. 8, August, 1978.

Case Summaries of the Educational Change Process in Project BORN FREE Institutions, 1976-77. Technical Report No. 7, May, 1978.

Evaluation Report on Field Testing of Color Video Cassette and Training Packets. Technical Report No. 4, August, 1977.

Evaluation Report on BORN FREE Videotapes, Training Packets, and Selected Workshops. Technical Report No. 9, August, 1978.

For Further information about the BORN FREE Project and materials, write to:

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VIDEOTAPE #2

The second videotape in the BORN FREE series, "Men: Choices and Changes," deals specifically with issues related to men's socialization, relationships with men and women, careers, and changing roles. Like the others in the series, it is a stimulus tape, designed to raise awareness and promote discussion of the issues presented, rather than provide specific answers. It contains segments of individual and group interviews with a number of men who have thought about and experienced the effects of changing patterns of work and life styles for themselves and for men in general.

This videotape is a companion tape to "Women: Choices and Changes," the third in the series. Both of these videotapes might need to be seen in order to deal effectively with both male and female issues, as no women were interviewed for this tape.

"Men: Choices and Changes" has been extensively field-tested and evaluated. The results of the written evaluations showed that the viewers liked the open, honest, personal statements by "real" people. Many men, especially, were enthusiastic in their liking of the content, saying that the male viewpoint is not often dealt with and that it is important and necessary that the topic of the changing role of men be shown.

The major criticism of the tape was the "head and shoulders" format. Some viewers did not like the emphasis on educators (though they are a prime target of the tapes), would have liked more emphasis on the positive rewards of fathering, and thought more diversity in the types of people interviewed would have added interest. There is some validity to these criticisms, but limitations of time, budget, and access to subjects created some problems which were not possible to resolve.

It should be noted again that the focus of Project BORN FREE is on education, and for that reason many of the interviewees were deliberately selected from the 14 pilot schools and colleges and not from the public at large. Also, this is just one of a series of videotapes and shows only a portion of the series content. It should be reemphasized that a single half-hour program cannot cover all ethnic groups, occupational levels, or life-style options. In the overall series, many varied career options are represented, but no claim is made for complete representation. The skilled leader will deal constructively with differences in attitudes about sex roles related to cultural, ethnic, and socioeconomic diversity, fully recognizing that, although the message of the videotape is universal, it will be more effective with some audiences than with others. It is hoped that this videotape will be used in conjunction with other BORN FREE videotapes and/or with strategies from the BORN FREE Training Packets, and that time will be allowed for discussion.

READ TO AUDIENCE (OR REPHRASE IN OWN WORDS)

Project BORN FREE makes the assumption that both women and men are seriously limited in their career choices by the sex bias and sex-role stereotyping that exist in today's society. We believe that schools and colleges at all levels influence career development, and that the attitudes, behaviors, and practices of educators and parents may either help or hinder that development. We emphasize the understanding of several concepts, the most basic one being the expanded concept of career. With the changes occurring in the lives of both women and men, and increasing awareness of the ways in which they have been conditioned to make choices based on cultural expectations, it is important to think of career as more than occupation. As people's decisions about work, family, and community are increasingly linked, the expanded concept of career assumes greater importance.

Career in this videotape series means a sequence of positions and the total sum of life roles over the life span; occupation is only one of those roles. Being a student, homemaker, parent, volunteer worker, etc., is an important part of a person's career. Career involves the decisions one makes about one's goals and how to use one's energy, time, and talents at different life stages.

Career development is a lifelong and changing process of examining the possibilities and deciding with awareness what one wishes to do in one's life.

Traditional and nontraditional are used to distinguish between career options. Traditional careers are those choices that follow typical patterns which have been encouraged and expected, or considered appropriate for one's sex. Nontraditional careers are those choices from options dominated by the other sex and not typically chosen by one's own sex. Choices of either type can be either conscious or nonconscious.

Androgyny is used to refer to "stereotype-free" sex roles. It assumes that people have male and female characteristics within them. Androgynous people are flexible in their behavior and free to act or show emotion without worrying about being masculine or feminine. They are, instead, human.

Career socialization is the differential experiences and processes used to prepare females and males for the roles and choices which society has defined as appropriate for their particular sex. It also includes factors of race, socioeconomic level, age, or physical/mental handicap.

Resocialization is the goal of Project BORN FREE, making it

possible and acceptable for men and women to choose freely from all types of careers and combinations of careers.

If we are going to help our children and/or our students to have and to make creative career choices, we must find ways to help them go beyond their socialization, to discover new patterns of behavior (May, 1975) without devaluing the beliefs of other generations or cultures, or of their peers who make traditional choices.

How would your life be different if you were a man? Or a woman? Let's listen now as real people talk about themselves and their career socialization...

QUESTIONS FOR DISCUSSION

Questions have been designed for groups with varying receptivity to the topic of career-related sex-role stereotyping. The leader may wish to use some discretion in selecting questions for specific groups. Some questions are of a general nature and are less threatening to participants, as they deal with societal views. Others are more personal, dealing with the individual's own perceptions and feelings, and may constitute a greater threat to participants. Leaders should review the guidelines, especially the section on "Self-Disclosure" (p. 11), before beginning the discussion. Leaders may also wish to utilize the BORN FREE Learning

Strategy which was written for this videotape. It can be found in all three of the BORN FREE Training Packets.

Questions have been arranged topically to correspond with the material presented in each of the six segments of "Men: Choices and Changes."

1) Some Effects of Socialization
2) Men and Work
3) Overview of Men's Socialization
4) Case History of Change
5) Men's Support Group
6) Dealing with Change

To stimulate interest, it may be helpful to share some of the questions with the audience prior to viewing the tape.

Segment I -- Some Effects of Socialization

1) Give examples from your own experience of occupational choices made by young children. Are they stereotypic or not? How do children receive messages about what occupations are appropriate or inappropriate?

2) The kindergarten student's (Grant Rasmussen's) conception of girls' games is that they are dull. Do you agree or disagree? How, when, and where are such conceptions learned?

3) The high school student, Eli Gomez, mentions a clear distinction between "girls' chores" and "boys' chores" at his home as he was growing up. Was that true in your own family? Is it true in your present household? What kinds of messages can be conveyed to children through the assigning of household tasks and through parents' division of household work?

4) Do you recall any messages from parents or friends while you were growing up about your playing with members of the other sex? Was it acceptable or not? Were the messages different for boys than for girls?

5) Bill Donald, the junior high teacher, mentions the clear messages he had received about not touching his students. Are there different expectations about this for female than for male teachers? With students of the same or other sex? In general, what are your own expectations and beliefs related to men's touching other people -- what is acceptable, and what is not? What is acceptable, and what is not, for women?

Segment II -- Men and Work

6) What are your personal views on the traditional model of a man as the only breadwinner for a household? Recent government data show that only about one-third of all two-parent families fit this model and that in about two-fifths of such families both husband and wife work in jobs outside the home. Why might this be happen-

ing? What are the advantages and disadvantages of the traditional pattern? Of the changing pattern? What effects does female dependency have on males? On females?

7) Avelino Novoa talks about some expectations which he thinks are the disadvantages of being a man. What are society's expectations for men in the U.S.? How are the expectations communicated? What are your views on this subject? As a woman, what specific questions would you want to ask men about this? As a man, have you considered this issue?

8) Tom Hastings talks about the emptiness of moving up the corporate ladder. What do you think he means, since he says he was being very well paid for his work? Are money and prestige the marks of a successful man? If not, what does show success? What values other than money do individuals find in work?

9) Cite some current societal or community issues related to the statement by Chet Oden, the Black professor who had wanted to go to medical school: "You just can't do those things, not because you don't have the capacity but because the world isn't ready to introduce you to those particular occupations." How does his statement apply to women? To men? To other racial, ethnic, or socioeconomic group members? What implications do you think the Supreme Court decision in the Allan Bakke case has for the career options of deprived persons today?

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10) What are some of the implications of the occupational choice of nursing by Tim Rand, the young man who had a difficult time finding work in the field of church music? What were his options before his occupational shift? What are they now? What are some positive and negative consequences of unusual occupational choices for men?

11) What are some responses Gary Edwards, the telephone operator, could have received from his friends when he began his job? From his co-workers? From his family? Would there be differences between the messages received from females and males? Why or why not?

12) Robert Jones, the retired executive, talks briefly about getting out of the "rat race." What do you imagine (or know) the "rat race" is like? If it is a negative experience for some men, should women be encouraged to pursue similar careers? What are the alternatives to women's "buying into" the male value system? What are the alternatives to men's getting out of it completely?

13) Imagine yourself as a man with a traditionally "feminine" hobby like needlepoint or sewing. What would be the reaction of your family and friends? How would you feel in such a situation?

Segment III -- Overview of Men's Socialization

14) What are some of the implications of dual-career families? What are the advantages when both wife and husband have jobs outside the home? What are the disadvantages?

15) Professor Skovholt believes that many men are alone and feel unable to ask for help. Why do you think this is so? What are the advantages and/or disadvantages of being "strong"? What is the basis for the homophobia (men's fear of relating to other men) which some men experience?

16) Give some thought to the extent and nature of your own closest friendships. Are they with members of the same or other sex? Are they relationships in which you feel comfortable sharing personal information?

17) What are the most important sources of support for the men you know? Do they have networks of friends, family, etc., who are supportive of them? Would these kinds of networks differ from those of women? If so, how? Why? Are the networks of single persons different from those of married persons? How? Why?

18) Can you think of examples in your own experience of men who, in Professor Skovholt's words, are not "psychologically minded" people? What do you think he means? Do men and women differ in this? In what ways?

<u>Segment IV -- Case History of Change</u>

19) Dave Grout says he had an understanding in his head about what running a household was like, yet he "didn't really have a sense

about what this was all about." In what ways did he come to understand emotionally as well as intellectually what a combined household and occupational career pattern entailed?

20) What can men learn from Dave Grout's story about the issues that are important to homemakers? How would you feel if you were to reverse roles as he and his wife did?

21) What did Dave Grout mean when he referred to the "Men's Movement" in this country? Is there one? What issues are important ones for such a movement to address? Is the "Men's Movement" largely a concern of white middle-class males or is it multicultural?

Segment V -- Men's Support Group

22) What factors inhibit men from sharing their personal feelings with other men? Are the same factors inhibiting for women's sharing with other women? Or for men's sharing with women?

23) Remembering Doug Pelcak's experience of being struck out by a girl in a baseball game, can you cite personal examples of situations (athletic, academic, etc.) in which you were specifically competing with a member of the other sex? How were these different from same-sex competitive situations?

24) What do you see as advantages and disadvantages of men's assuming more active roles as househusbands? Or remaining single and assuming housekeeping roles in addition to other roles?

25) Discuss the general societal expectations for men not to be expressive about their feelings and emotions, particularly with respect to crying. What particular messages did you receive while you were growing up about the appropriateness or inappropriateness of crying? Why might the messages be different for women and men? Did you realize as you viewed the tape that, when asked when he had last cried, Bill Cavanaugh talked about his brother rather than about himself? Why?

26) What behaviors and attitudes can you think of which, as Bill Cavanaugh said, have "labels put on them" as to whether or not they are appropriate for men or women? What supporting and inhibiting factors are related to the hoped-for "human liberation" which he described?

Segment VI -- Dealing with Change

27) How are household responsibilities divided in your own home? How were they determined? How much choice did you feel you exercised in the matter? Are the tasks fixed or negotiable? Why does it matter who does what?

28) If it were more advisable for the man in your household to stay at home while the woman worked full time, would that be the decision reached? What would support or inhibit such a decision?

29) What are some of the strongest "you should..." and "you should not..." messages which boys and men receive as they grow and mature? Cite examples of particular behaviors, attitudes, and values which have been deemed especially appropriate or inappropriate for males in our culture. Do these messages vary among different social classes, races, and ethnic groups? What are the strongest "you should..." and "you should not..." messages which you, personally, received while growing up?

30) If both men and women were free to be emotional, to work where they wanted, etc., what would be the effect upon male/female relationships? On sex-role identity? On suitability for top executive or decision-making jobs?

31) What are the sex differences which we want to cherish and keep intact? Do they differ across cultural, racial, and ethnic groups?

Note to Leader

The above questions are intended as suggestions for the type of discussion which might evolve from viewing the videotape. They are too numerous and too diverse to be utilized in their entirety. They should, however, serve as an effective guide for discussion

leaders who can select portions which are appropriate to the interests and needs of their specific audiences.

We have attempted to provide a wide variety of provocative questions which cover all possible issues and interests. We realize that individual discussion leaders may wish to add questions from a specific interest; concentrate on one issue and use only questions pertaining to that issue; or disregard the listed questions entirely and provide questions of their own. We believe that leaders should be flexible to the needs of their audiences and do whatever is most comfortable.

We would like to reemphasize the effectiveness of summarizing any discussion before ending. A brief summary of the opinions expressed by audience members is a good method of providing a sense of closure to the discussion.

We hope that the suggestions and questions in this Video Viewers' Guide are helpful to those viewing the videotape. We remind you that returning the enclosed evaluation form will be appreciated. Thank you for your interest in Project BORN FREE, and for your assistance in furthering the BORN FREE goals -- to:

Build	Free
Options,	Roles through
Reassess	Educational
Norms,	Equity
and	

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VIDEOTAPE ABSTRACT

Videotape #2: "Men: Choices and Changes"

Length: 27:48 minutes **Available on:** 3/4" color cassette

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The Project BORN FREE videotapes are a series of nine half-hour color programs in which a diverse group of people of different occupations, ages, backgrounds, and life styles talk about the expectations, socialization, choices, and changes in their lives. They discuss their life styles, the expectations placed upon them, and the effects of the conscious and nonconscious socialization process upon their aspirations, self-concepts, and career decisions.

Project BORN FREE, a training and development grant from the Women's Education Equity Act Program, U.S. Office of Education, was designed to broaden the range of career opportunities for both women and men. It has created career development training materials for educators and parents that will help to reduce sex biases and stereotyping at all educational levels from kindergarten through college. The shortened title of the Project, BORN FREE, is an acronym that expresses exactly what the Project is about: to Build Options, Reassess Norms, and Free Roles through Educational Equity. The tapes were developed in the Counseling and Student Personnel Psychology Program of the College of Education, University of Minnesota, with technical production by University Media Resources. Professor Hansen provides instructional narrative in all of the tapes.

The BORN FREE videotapes were developed concurrently with a set of three printed training packets--one each for educators at the elementary, secondary, and higher education/post-secondary levels. Each packet includes a review of literature on career-related sex-role stereotyping at that developmental level and an extensive bibliography, in addition to the training strategies.

Synopsis of Tape #2: This is a companion tape to BORN FREE Videotape #3, "Women: Choices and Changes." Together, the two tapes focus on the effects of stereotyping on men's and women's lives.

The messages that boys and girls, men and women, get about what is OK for them to do is clearly different. Tape #2 is concerned specifically with issues related to men's socialization, relationships, career choices, and changing roles. Career is defined broadly, to include all parts of an individual's life style, including both paid and unpaid work, school, and marriage. Men, as well as women, are affected by the sex-role stereotypes which limit career choices and decisions. Occupation is only one part of a person's career.

The interviews in this tape have been arranged in six segments which focus on: (1) the effects of stereotyping, (2) the meaning of work, (3) relationships with women, (4) a short case history of one man's change, (5) a men's support group, and (6) what the changes mean.

People Interviewed for Tape #2 (in order of appearance):

Doug Pelcak, Elementary Counselor
Grant Rasmussen, Kindergarten Student
Trisha Humphrey, Kindergarten Student
Joe Boldt, Junior High School Student
Robert Jones, Retired Executive
Dr. Sunny Hansen, Professor
Eli Gomez, Junior High School Student
Jim Henderson, High School Student
Bill Donald, Junior High School Student
Avelino Novoa, Married Graduate Student
Prof. Tom Skovholt, Psychologist
Prof. Chet Oden, Jr., Human Relations Specialist
Tim Rand, Nursing Student
Gary Edwards, Telephone Operator
Kevin Jenkins, Vo-Tech Student, Apparel Services
Dave Grout, Career Counselor
Tim Hatfield, Graduate Student
Jim Harper, Graduate Student
Bill Cavanaugh, High School Counselor
Tom Hastings, Mid-Life Career Changer
Stuart Luckman, Sculptor

Producer: University Media Resources, Rarig Center, University of Minnesota, Arnold Walker, Executive Producer. Original music by "Cedar Lake Junction."
Video Viewers' Guide Coordinator: Dolores Dege

VIDEOTAPE EVALUATION FORM

Individuals who show the videotape should copy and complete this form for each showing, and send the completed forms to Project BORN FREE. This will assist Project staff in judging the effectiveness of the videotape content, in developing future materials, in further expanding the BORN FREE Network, and in fulfilling our need for audience feedback. Send the completed copies to: Dr. L. Sunny Hansen, Director, Project BORN FREE, 139 Burton Hall, University of Minnesota, Minneapolis, MN 55455.

Person Who Showed the Tape:

Name & Title_____ Institution_____

Address_____

Where did you learn about Project BORN FREE?_____

Viewing Audience:

Total Number_____ No. Males_____ No. Females_____

Circle appropriate identifier: Teachers Counselors Administrators Parents

Other_____ (Identify)

Where did you show the videotape?

Name of group_____

Location of showing_____

Was it part of a larger course, workshop, or conference? Yes or No_____

(If yes) Name of course, workshop, or conference_____

_____

Sponsored by_____

Is this a recurring event? Annual, biannual, semiannual, other_____

Purpose for Showing Tape:

Why did you choose a Project BORN FREE videotape?_____

_____

Why did you choose this particular tape from the series?_____

_____

What did you hope to teach or demonstrate by using this videotape?_____

_____

Did the tape satisfy your goal(s)? Why or why not?_____

_____

Audience Satisfaction:

The audience liked most about this tape:_____

_____

The audience liked least about this tape:_____

_____

Will you use Project BORN FREE materials again?_____

If yes, which videotape and/or other materials will you use, and where?_____

_____

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Suggested Readings

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The following Minnesota institutions and individuals have been formally or informally involved in the development of training materials and implementation of Project BORN FREE. There are many other parents, students, faculty and others who are too numerous to name, to whom we are grateful. Parentheses indicate first-year staff. Asterisks (*) indicate a contributor to development of learning strategies for the training packets.

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